Early Steps Single Student (1:1)
UURC Word Study Wisdom

1. Think of Word Study as musical scales or athletic drills for reading. Your student needs to become <u>automatic</u> at identifying and spelling words, and you can help that happen by being well-prepared, succinct in your verbiage, consistent with your prompts, positive, and enthusiastic.

2. Our <u>Word Study Sequence</u> targets your student's <u>instructional level</u> and provide just the <u>right amount of challenge</u>. That in itself is motivating. And, if you keep your pacing brisk and enthusiastic, most students will respond in kind.

3. This is your student's time to be immersed in high-quality, research-based instruction designed to help him/her 'break the reading/spelling code.' There is an inverse relationship between the amount of time you talk and the amount of time the student reads and spells words. Consciously <u>reduce/limit the amount of 'teacher talk'</u> you allow yourself.

4. Your Word Study <u>prompts</u> should be succinct and consistent to let your student know exactly where you want him/her to be (location) and what you want him/her to do (behavior).
   Example: **"Start at the top. Point and read, please."**
   Example: **"Watch my pencil. The vowel pattern is…?"**

5. Set <u>high expectations</u> for good manners and <u>academic language</u> by modeling both for your student. Ask your student to use both as often as possible.
   Example: **"Justify that, please!"**
   Example: **"Thank you for making our matrix."**

6. <u>Tapping</u> is a very important word identification strategy. Again, your modeling, guidance, and enthusiasm can play a large part in helping your student to adopt this reliable method for successfully reading unfamiliar words.

Definitions

*A, e, i, o, and u are always **vowels** in written English. When 'y' begins a word or syllable, it is a consonant (e.g., **y**ellow, back**y**ard), but positioned at the end of a word, it is a vowel (e.g., 'happ**y**,' 'cr**y**').*

*All other English letters are **consonants**. The acronym CVC refers to a 3 letter word that begins with a consonant, has a vowel in the middle position, and ends with a consonant (e.g., cup, sit, mom).*

*A **phoneme** is the smallest sound in a language that can be spoken. For example /p/, /ch/, /m/, and /ā/ are phonemes used in spoken English. Backslashes surrounding a letter indicate sound, rather than letter name.*

*A **grapheme** or **letter** is a symbol for a phoneme (e.g., 'p,' 'ch,' 'm,' and 'a,' 'ay,' 'ai' are graphemes.*

*An **onset** comes before the vowel in a single syllable. For example, 's' is the onset in '**s**ad' and 'st' is the onset in '**st**op.' Not all syllables have an onset (e.g., 'at,' 'is,' 'own').*

*A **blend** refers to two consonants in sequential position with each consonant retaining its own sound (e.g., **fl**at, be**nd**). When tapping a blend, each sound receives its own finger tap.*

*A **digraph** refers to two letters in sequential position that combine to make only 1 sound (e.g., **ch**in, hu**sh**, s**oi**l). A digraph receives only 1 finger tap.*

Vowel Patterns & Related Vowel Phonemes

Core A Patterns:
a-consonant says /ă/   ex.: hat, map
a-consonant-e says /ā/   ex.: name, lake
a-r says /r/   ex.: jar, farm
a-i says / ā /   ex.: rain, tail

Core I Patterns:
i-consonant says /ĭ/   ex.: pig, lip
i-consonant-e says /ī/   ex.: bike, five
i-r says /ur/   ex.: girl, dirt
i-g-h says / ī /   ex.: night, light

Core O Patterns:
o-consonant says /ŏ/   ex: mom, pot
o-consonant-e says /ō/   ex.: rope, nose
o-r says /or/   ex.: horn, fork
o-a says /ō/   ex.: soap, road

Core E Patterns:
e-consonant says /ĕ/   ex.: web, bell
e-e says /ē/   ex.: feet, seed
e-r says /ur/   ex.: her, germ
e-a says /ē/   ex.: leaf, heat

Core U Patterns:
u-consonant says /ŭ/   ex.: sun, cup
u-consonant-e says /ū/ or /oo/   ex.: cute, dude
u-r says /ur/   ex.: fur, burn
u-e says /oo/   ex.: glue, true

Alphabet Firming:
Early Steps^SM Word Study

If assessment shows that your student can readily **identify** all 52 upper and lower case letter names and related sounds, skip this portion of ES word study. Don't worry about lack of firmness in writing letters, you can choose words during spelling for that purpose.

1. Make a list of the letter names and sounds that your student has not mastered. Pull the upper and lower case cards for 1 of these letters from your word study kit.

2. Select 2 letter names/sounds that your student has already mastered. Pull those cards from your kit.

ES Rainbow Match

1. Flip all 6 alphabet cards **face down** and arrange them in the shape of a rainbow on the table in front of the student.
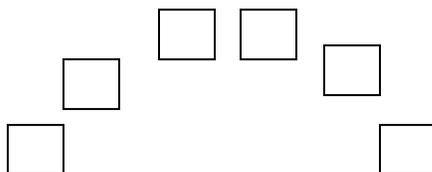
2. Say, **"Your turn! Flip over a card and tell me the name and the sound."** Student responds.

3. Say, **"Move the cards you flip over here and let's make a column for the upper case letters and another column for the lower case letters.**

4. The student should continue flipping cards, saying the letter name/sound, and placing them in columns until s/he forms a 2x3 matrix as below:

J j

E e

R r

3. When all cards are in columns, the student should trace letter shape with forefinger and say name and sound aloud (i.e., j says /j/). Use keywords (e.g., j…jump…/j/) when applicable.

ES Alphabet Memory

1. Ask the child to help you flip the alphabet cards facedown and mix them up.

2. Arrange the cards into a 3x2 matrix.

3. Let the student play first. Say, **"Pick a card and flip it over."** The student chooses a card, flips it over in its same place

4. Say, **"Tell me the letter name and sound."** Student responds.

5. Repeat process for a second card.

6. If the cards have the same letter, the player says, **"I have a match!"** and takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.

5. A match allows the player to take another turn. The player with the most matches wins the game.

Note: You should try to lose whenever you play Memory, but do so convincingly! ☺

First Phoneme Picture Work:
Early Steps^{SM} Word Study

Materials:
- pencil for student; pencil for tutor
- B, M, S picture cards (see ES Sequence for order)
- student spelling notebook with G1 lined paper
- ES Word Study Features 'cheat sheet' for tutor

Use the following sequence in this order for every lesson:
 1. Sort   2. Fast Pencil   3. Memory   4. Spelling

Day 1: ES Picture Sort

1. If your student is an English Language Learner (ELL), quickly show him/her the picture cards for B, M, and S, one at a time. Ask, **"What is this?"** for each card. Put aside those cards that your student does not have in his/her vocabulary. You will not use these cards.

2. Place B, M, and S anchor cards horizontally next to one another in front of your student.

Bb   Mm   Ss

3. Point to each anchor and ask, **"What sound does this letter make?"** Don't worry about letter names.

4. Place an 'm' picture card in front of the student. Ask, **"What is this?"** Then ask, **"Where does it go?"** Show student how to place card below the appropriate anchor.

5. Say, **"Watch me."** Point to the anchor, say **"/m/"**, then point to the picture card and say **"moon."**

6. Say, **"Your turn."** The student says, **"/m/"**, **"moon"** while pointing to each card.

7. Hand the student a 'b' picture card and ask, **"What is this?"** Student responds. Say, **"Start at the top. Point and say."** Student points to anchor and says just its sound, then points to the picture card and says the name of the item aloud.
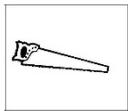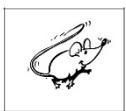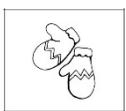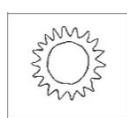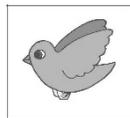
7. Continue as above in random order.

8. If your student can "point and say" down the columns easily, build a 3x4 matrix (maximum).

Some students may only able to handle a 2x4 matrix on the 1ˢᵗ day. That's ok. You can increase the size of the matrix over successive lessons.

Difficulty placing pictures under correct anchors? Show student how to stretch or bounce the beginning sound of the item in the picture (e.g., mmmmm-op, b-b-b-b-ook). After 3 tries, try again next lesson. Remember! When you hand your student a picture card, ALWAYS ask, "What is this?" The student needs to feel the word's pronunciation in his/her own mouth to be able to "pull off" the first phoneme.

Day 2+ ES Picture Sort

When your student can play Memory such that s/he is approximately 85% accurate with first sounds, retire those cards and pull out the next cards specified in the ES Sequence.

Don't worry that your student may have only seen 3 pictures from the set—if s/he can discern the first phoneme (indicated by his/her ability to Sort and play Memory) you can move on. Depending on the student's success, you may retire 0, 1, 2, or 3 anchor/picture sets per day.

Anchors and cards should be repeated if the student had difficulty Sorting and/or playing Memory. You may keep a particular anchor/card set over the course of several days (e.g., Jj, Yy, and Ww are notoriously difficult).

Ask the student to begin the Sort by pointing to and saying the sound (not the letter) of each anchor card.

Most students learn to sort Picture cards easily during the 1ˢᵗ lesson. On Day 2, s/he may be able to "point and say" down the column without any modeling on your part.

ES Picture Fast Pencil
1. Say, **"Watch my pencil. Listen."**

2. Point to a picture and say the name of the item and then say its first sound (e.g., moon…/m/). Continue in this manner with a few more pictures.

3. Say, **"Your turn."** Point to various pictures in random order. The student should tell you the name of the item and its first sound for each card.

3. Continue in this manner for 4 or 5 cards (maximum).

ES Picture Memory
1. Say, **"Flip all of the cards over** (including anchors) **and mix them up."**

2. Arrange the cards back into a matrix.

3. Let the student play first. Say, **"Pick a card and flip it over."** The student chooses a card, flips it over in its place. Say, **"What is that?"** Student responds by saying the name of the picture. Do the same for a second card.

4. If the items in the pictures have the same first sound, the player says, **"I have a match!"** and takes those cards out of the matrix. If the cards do not match, the player flips them face down and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.

5. A match allows the player to take another turn. The player with the most matches wins the game.

Note: You should try to lose whenever you play Memory, but do so convincingly! ☺

ES Picture Spelling

1. For Lesson #1, show the student how to number his/her spelling paper 1-4, skipping lines in between.

2. Choose 4 picture cards you used in the Sort.

3. Show the student a picture card. Ask, **"What is this?"** Student responds by saying the name of the picture. Ask, **"What is the first letter to write for _____?"** Student writes ONLY the first letter. Got that? Student writes ONLY the first letter! They will want to write more. Don't let them. These pictures were chosen for their initial phonemes—not for whole word spelling.

4. Continue as above for remaining 3 picture cards.

Note: there is no "Say It. Match It. Check It." for Picture Work. More on this later!

Moving Along in ES Picture Work

When your student has demonstrated 85% accuracy with all Picture sets, conduct another letter name and sound assessment. Discontinue or continue Alphabet Firming as indicated.

Whether you continue with Alphabet Firming or not, proceed immediately to Onset-Vowel Work (see ES Sequence).

Onset Vowel Work (1 dot words): Early Steps^{SM} Word Study

Materials:
- pencil for student; pencil for tutor
- 'man' and 'sad' anchors & related word cards
- student spelling notebook with G1 lined paper
- ES Word Study Features 'cheat sheet' for tutor

Use the following sequence in this order for every lesson:
 1. Sort   2. Fast Pencil   3. Memory   4. Spelling

Day 1: ES Onset Vowel Sort

1. Place 'man' and 'sad' anchor cards horizontally next to one another in front of your student.
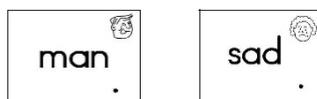
2. Point to each card with your pencil and say, **"This word is 'man.' What is this word?"** Student answers.
Do the same for 'sad.' Say, **"If you forget, the picture will remind you."**

3. Point to the 'm' in 'man.' Say, **"This letter is 'm.' What is this letter?"** Student answers. Do the same for 's' in 'sad.'

4. Place the 'map' card in front of the student. Point to the 'm' in the word 'map.' Ask, **"Where does this go?"** Student should place card below 'man.'
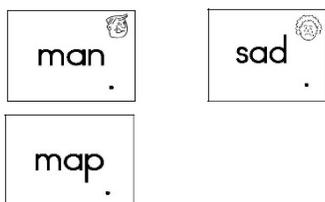
Difficulty? Point out that both words start with 'm,' so the new card goes under 'man.'

5. Say, **"Watch my pencil."** Read down that column aloud, being sure to slide your pencil above the word as you say it. Touch your pencil deliberately above the last letter in each word and emphasize that sound with your voice.

man   sad

map
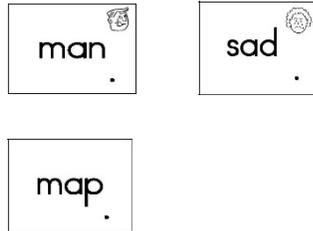
6. Say, **"Your turn."** Student responds by pointing to the dot on each card, reading down just that column and emphasizing the last sound.

7. Give the child another card and ask, **"Where does it go?"** Do NOT ask (or allow) the student to read the new card first. The student must place the card in the Sort and then use the support of the anchor to read down the column.

8. Say, **"Start at the top. Point and read."** Student points to the dot on each card in just that column while reading the words aloud. Encourage the student to emphasize the last sound in each word (e.g., ma**p**).

Difficulty? Model just that column again with your voice and pencil. After 3 tries, try again next lesson.

9. Continue with additional cards as above. With each new card, the student starts at the top, then points and reads aloud the words in just that column. If your student reads each column easily, build a 2x4 matrix on Day 1.

man   sad

map   sat

Max   sap

mad   Sam
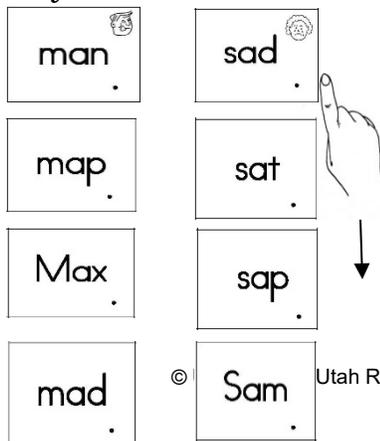
However, some students may only be able to handle a 2x2 matrix on the 1st day.
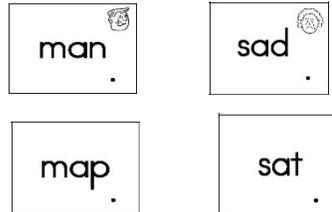
That's ok. Over successive lessons, you can expand to a full 2x4 matrix, and then to a 3x4 matrix (see ES Sequence).

Day 2+ ES Onset Vowel Sort

Always use the same anchor cards in the order suggested by the ES Sequence. Ask the student to begin the Sort by pointing to and reading each anchor card.

The cards you choose to fill out the Sort should reflect the student's instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because the student had difficulty, or all may change daily to reflect the student's success.

Eventually, most students will be able to read down the column without modeling on your part. Give it a try by handing the student a card and saying, **"Where does this go? Point and read."** If this is too difficult, simply model as in #5 and #6 above.

# ES Onset Vowel Fast Pencil

1. Say, **"Read the words I touch with my pencil."**

2. Point to various words in random order.

3. The first time you point to a word that the student cannot identify, it is time to teach <u>tapping</u>, a very important blending strategy for beginning readers. Read the directions below and practice ahead of time so that you are ready when opportunity strikes!

4. Introduce tapping without word cards. Hold up your right hand and wiggle your right thumb. Say, **"My thumb is 'home base.' All of the fingers want to touch home base."** Ask the student to do the same.

5. Show your student how you can tap each finger to the thumb individually (left to right, from forefinger to pinky), **saying "Tap. Tap. Tap. Tap."** Then, pinch all 4 fingers to the thumb to finish.

6. Ask your student to practice until s/he can do this reasonably well.
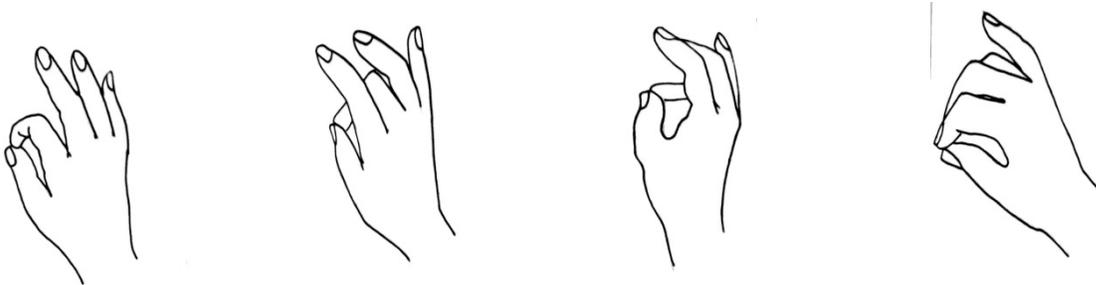
1. tap forefinger	2. then, middle finger	3. then, ring finger	4. then, all 3 at once

7. Next, hold your right hand below a CVC word card (e.g., sad) and show the student how you can tap each sound in the word, 1 finger at a time, and then say the whole word while joining all the fingers at once to the thumb.
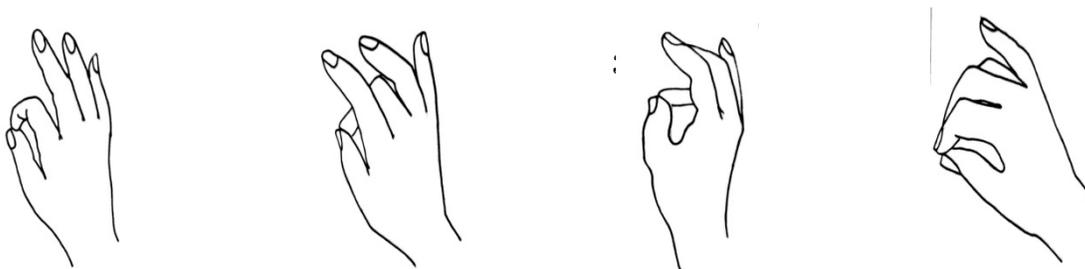
1. /s/	2. /ă/	3. /d/	4. sad

8. From now on, when you play Fast Pencil or Memory and the student cannot readily identify the word, instruct the student to **'tap'** as described above.

9. Initially, play Fast Pencil for 2 or 3 cards and gradually increase to 4 or 5 cards (maximum) over subsequent lessons as the student becomes more capable.

ES Onset Vowel Memory

1. Say, **"Flip all of the cards over** (including anchors) **and mix them up."**

2. Arrange the cards back into a matrix.

3. Let the student play first. Say, **"Pick a card and flip it over."** The student chooses a card, flips it over in its place. Say, **"Tap that word"** Student responds by tapping and then saying the whole word. Do the same for a second card.

4. If the cards have the same onset-vowel, the player says, **"I have a match!"** and takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix in their same places. No re-mixing the cards at this point—it prolongs the game unduly.

5. A match allows the player to take another turn. The player with the most matches wins the game.

6. Occasionally, and then with increasing frequency, ask the student to read your cards when you flip them over during your turn.

Note: Eventually, your student will be able to read words during Random Check and Memory without tapping. After that point, just suggest tapping when s/he struggles.

*Note: Onset-Vowel Memory does **not** require Justification. More on this later!*

Note: You should try to lose whenever you play Memory, but do so convincingly! ☺

ES Onset Vowel Spelling

1. For Lesson #1, show the student how to number his/her spelling paper 1-4, skipping lines in between.

2. Choose 4 word cards you used in the Sort. Choose 2 easier words, and 2 words that provide a bit of a challenge.

3. Use the following instructional prompts and procedure:
   - Say the word.
   - Use the word at the end of a short sentence.
   - Ask **"What word?"** Student repeats word.

Example: "The word is <u>sad</u>. When I lost, I was sad. What's the word?"
Student repeats word. Say, **"Write <u>sad</u>."**

4. Continue as above for remaining 3 words.

5. Help student to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes "let" for "lit" tell the student **"Say <u>let</u>."** Student responds. Hold up your hand as if you are going to tap to show the student what to do. When the student taps and says, /l/-/e/, stop him/her at that sound, and ask, **"What says /e/?** Student responds. Say, **"Please fix that."** Student fixes word.

7. Now, use the procedures below to model "Say It. Match It. Check It."

8. After modeling, give the student a card (random, not sequential order). Say, **"Say it."** Student reads word card, tapping if needed.

9. Say, **"Match it."** Student places card above spelling word in notebook.

10. Say, **"Check it."** Student touches pencil to the first letter on the card, then the first letter in the notebook, while saying the letter name aloud **each** time (e.g., s,s). Students finishes word using the same procedure (e.g., a,a…t,t) and then places a √ next to the word.

2. sad   √
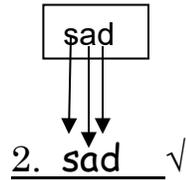
10. Execute Say It. Match It. Check It. for remaining words.

Moving Along in ES Onset Vowel Work

When your student can play Memory such that s/he is approximately 85% accurate, move to the next line in the ES Word Study Sequence. You will need to retire anchors, keep anchors, or pull new anchors and new word cards as indicated.

Tapping, sounding out, and reading slowly are all legitimate ways to be accurate. Just make sure that the student finishes by consolidating (i.e., saying the whole word quickly).

When your student can play Memory with 'U' onset vowel words with at least 85% accuracy, move into the next phase of ES Word Study: Mixed Short Vowels (2 dot words).

Mixed Short Vowel Work (2 dot words): Early Steps^{SM} (ES) Word Study

Materials:
- pencil for student; pencil for tutor
- a, i, and o mixed short vowel anchors & CVC word cards. No blends (e.g.,. **st**op, be**nd**) or digraphs (e.g., **ch**op, si**ck**) until student is firm on CVCs.
- student spelling notebook
- ES Word Study Features 'cheat sheet' for tutor

Use the following sequence in this order for every lesson:
 - Sort   - Fast Pencil   - Memory   - Spelling

Day 1: ES Mixed Vowel Sort

1. Place the following anchors horizontally next to one another.

hat	pig	mom

2. Say, **"Point and read these anchors, please."** Student responds.

Difficulty? Suggest tapping.

3. Point to the 'a' in 'hat' with your pencil. Say, **"The letter 'a' is a vowel. It says /ă/. What does it say?** Student answers.

4. Do the same for i and o.

5. Place 'win' in front of the student. Ask, **"Where does this go?"** Student should place card below 'pig.' Do NOT ask (or allow) the student to read the new card first. The student must place the card in the Sort and then use the support of the anchor to read down the column.

Difficulty? Point out that both words contain the vowel 'i,' so the new card goes under 'pig.'

hat	pig	mom

win
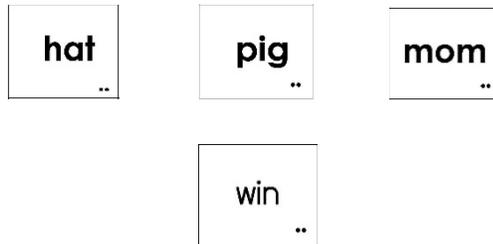
6. Say, **"Point and read, please."** Student points down that column while reading each word aloud. Continue with other word cards as above.

The first time the student has difficulty reading a word, it is time to teach <u>tapping</u> (if you have not already done so). Tapping is a very important blending strategy for beginning readers. Read the directions below and practice ahead of time so that you are ready when opportunity strikes!

Introduce tapping without word cards. Hold up your right hand and wiggle your right thumb. Say, **"My thumb is 'home base.' All of the fingers want to touch home base."** Ask the student to do the same.

Show your student how you can tap each finger to the thumb individually (left to right, from forefinger to pinky), **saying "Tap. Tap. Tap. Tap."** Then, pinch all 4 fingers to the thumb to finish.

Have your student practice tapping each finger to the thumb individually (left to right, from forefinger to pinky) until s/he can do this reasonably well.
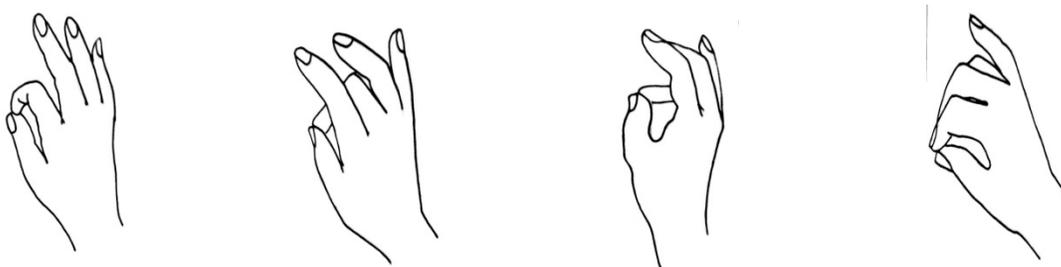
1. tap forefinger   2. then, middle finger   3. then, ring finger   4. then, all 3 at once

Next, hold your right hand below a CVC word card (e.g., win) and show the student how you can tap each sound in the word, 1 finger at a time, and then say the whole word while joining all the fingers at once to the thumb.

1. /w/   2. /ĭ/   3. /n/   4. win

From now on, when the student cannot readily identify a word during Sort, Fast Pencil, Memory, or even when reading text, instruct the student to **'tap'** as described above.

7. If your student can read and point down the column easily, build a 3x4 matrix with just CVC (consonant-vowel-consonant) words—no words with blends or digraphs, yet.

hat	pig	mom
map	win	job
ran	hit	hop
cat	lip	fox

If your student experiences a good deal of difficulty, drop back to a 2x3 or 2x4 matrix with just 'hat' and 'pig' anchors. You can build a bigger matrix over successive lessons.

8. Once you have a finished the Sort, touch your pencil to the vowel in 'hat' and then to the ending consonant in 'hat' and say, **"Watch my pencil. This vowel pattern is <u>a-consonant.</u>**

9. Repeat #8 above for the rest of the words in the 'hat' column. Say, **"Say it with me: <u>a-consonant</u>... <u>a-consonant</u>...<u>a-consonant</u>."**

10. Go back up to the top of the 'hat' column, touch your pencil to the vowel in 'hat' and say, **"Watch my pencil. The vowel sound is /ă/.**

11. Repeat #10 above for the rest of the words in the 'hat' column. Say, **"Say it with me: /ă/... /ă/.../ă/."**

12. Repeat as above with the 'pig' and 'mom' columns.

<u>Day 2+ ES Mixed Vowel Sort</u>

Always use the same anchor cards in the order suggested by the ES Sequence . Ask the student to begin the Sort by pointing to and reading each anchor card.

The cards you choose to fill out the Sort should reflect the student's instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because the student had difficulty, or all may be new to reflect the student's previous success.

You should introduce words with blends (e.g., **gl**ad, du**st**) and digraphs (e.g., **wh**en, hu**sh**) only after the student is quite successful with CVC words (e.g., job) in a 3x4 Sort.

*Difficulty? Suggest tapping!*

Each day as you finish the Sort, for each column ask **"What is the vowel pattern here? What is the vowel sound?"**

<u>ES Mixed Vowel Fast Pencil</u>

1. Say, **"Read the words I touch with my pencil."**

2. Point to 5-6 words in random order.

3. Suggest tapping as needed.

ES Mixed Vowel Memory

1. Say, **"Flip all of the cards over** (including anchors) **and mix them up."**

2. Arrange the cards back into a matrix.

3. Let the student play first. Say, **"Pick a card and flip it over."** The student chooses a card, flips it over in its place. Say, **"Read that word."** Student responds. Do the same for a second card.

4. If the cards have the same vowel, the player says, **"I have a match!"** and takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.

5. Whenever a Mixed Vowel match is made, the opposing player says, **"Justify that, please!"**

6. Model justification for your student by using a pencil to:
>   - point to the vowel, then to the ending consonant while saying **"o-consonant..."**
>   - then pointing then back to the vowel stating **"...says /ŏ/."**
>   Do this for both cards in the match.
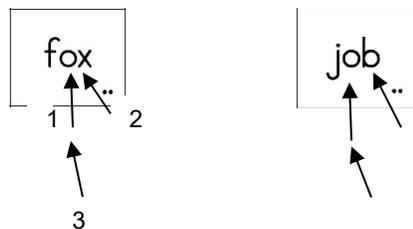
7. Occasionally, and then with increasing frequency, ask the student to read your cards when you flip them over during your turn.

8. A match allows the player to take another turn. The player with the most matches wins the game.

Note: You should try to lose whenever you play Memory, but do so convincingly! ☺

ES Mixed Vowel Spelling

1. Choose 4 word cards you used in the Sort. Choose 2 easier words, and 2 words that provide a bit of a challenge.

2. Use the following instructional prompts and procedure:
     - say the word
     - use the word at the end of a short sentence
     - ask **"What word?"** Student repeats word.

Example: "The word is <u>win</u>. I hope I win. What's the word?" Student repeats word. Say, **"Write <u>win</u>."**

3. Continue as above for remaining 3 words.

4. Help student to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes 'sick' for 'stick' say, **"The word is stick. Say stick."** Student responds.

5. Show the tapping motion or say, **"Tap."** When the student taps /s/-/t/, stop him/her at that sound and ask, **"What says /t/?"** Student responds. Ask, **"What do you need to put there?"** Student responds and fixes word.

6. Now, use the procedures below to model for your student how to "Say It. Match It. Check It" (if you have not already done so).

7. After modeling, give the student a card (random, not sequential order). Say, **"Say it."** Student reads word card, tapping if needed.

8. Say, **"Match it."** Student places card above spelling word in notebook.

9. Say, **"Check it."** Student uses a pencil to point to the first letter on the card, then the first letter in the notebook, while saying the letter name aloud **each** time (e.g., w,w). Student finishes word using the same procedure (e.g., i,i…n,n), and then places a √ next to the word.

```
 ┌─────┐
 │ win │
 └─────┘
   ↓↓↓
 2. win   √
```
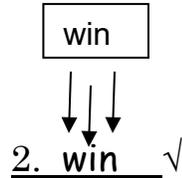
10. Repeat "Say It. Match It. Check It." for remaining words.

Moving Along in ES Mixed Short Vowel Work

When your student can play Memory such that s/he is approximately 85% accurate, move to the next line in the ES Word Study Sequence (i, o, e). You will need to retire 1 anchor, keep 2 anchors, and pull 1 new anchor, as well as related word cards.

Tapping, sounding out, and reading slowly are all legitimate ways to be accurate. Just make sure that the student finishes by consolidating (i.e., saying the whole word quickly).

When your student is successful with o, e, and u, including some words with blends and digraphs, conduct a Word Study Check to determine if s/he is ready to move into the next phase of ES Word Study: Vowel Patterns (3 dot words).

ES Word Study Check for Mixed Vowel Work

1. Randomize 40 words, sampling all 5 vowels and *some* words with blends and digraphs.

2. Hold deck in one hand. Student reads off the deck. Tapping is ok. No timer for ES Word Study √s. Data must come from a cold read (i.e., the student has not read or worked with those cards that day).

3. Sort words into 2 piles:
Yes = Automatic or Blend/Tap w/consolidation.
No = Wrong or >5 Second Hesitation (Say correct word and move on).

4. Criteria: 8 or fewer in the 'no pile?' BUMP UP to Vowel Patterns.

5. More than 8 in 'no pile?' REVIEW Mixed Short Vowel trouble areas.

Vowel Pattern Work (3 dot words): Early Steps^{SM} (ES) Word Study

Materials:
- pencil for student; pencil for tutor
- a and a-e vowel pattern anchors & word cards. No blends or digraphs for several days!
- student spelling notebook with G1 lined paper.
- ES Word Study Features 'cheat sheet' for tutor

Use the following sequence in this order for every lesson:
 - Sort   - Fast Pencil   - Memory   - Spelling

Day 1: ES Vowel Pattern Sort

1. Place 'hat' and 'cake' anchors horizontally next to one another.

2. Say, **"Point and read these anchors, please."** Student responds.

3. Use your pencil to point to the 'a' in 'hat.' Say, **"'a' is a vowel. It says /ă/ in hat. What does it say?** Student answers.

4. Point to 'a' in 'hat' and say, **"In words like this, 'a' says /ă/ because it is the *only* vowel and it is *closed off* at the end by a consonant.**

5. Continue, **"But, in this word** (point to the 'a' in 'cake')**, 'a' says /ā/ because it is followed by a consonant and then a silent 'e'** (point to those letters)**."**

6. Place 'jam' in front of the student. Ask, **"Where does this go?"** Student should place 'jam' below 'hat.' Do NOT ask (or allow) the student to read the new card first. The student must place the card in the Sort and then use the support of the anchor to read down the column.

hat | cake

jam

Difficulty? Point out that neither 'hat' nor 'jam' end in silent 'e,' so they belong in the same column.

7. Say, **"Point and read, please."** Student points and reads down the 'hat' column while reading each word aloud.

8. If your student can read and point down the columns easily, build a 2x6 sort with CVC (consonant-vowel-consonant) and CVCe (consonant-vowel-consonant-silent e) words. Over time, gradually add words with blends or digraphs.

hat	cake
jam	same
cap	page
bag	gave
cat	flame
flag	chase

If your student experiences difficulty, shorten the Sort to 2x2 or 2x3 and then expand to a full 2x6 matrix over successive lessons.

8. Once you have a finished the Sort, touch your pencil to the vowel in 'hat' and then to the ending consonant in 'hat' and say, **"Watch my pencil. This vowel pattern is <u>a-consonant.</u>**

9. Repeat #8 above for the rest of the words in the 'hat' column. Say, **"Say it with me: <u>a-consonant</u>... <u>a-consonant</u>...<u>a-consonant</u>."**

10. Go back up to the top of the 'hat' column, touch your pencil to the vowel in 'hat' and say, **"Watch my pencil. The vowel sound is /ă/.**

11. Repeat #10 above for the rest of the words in the 'hat' column. Say, **"Say it with me: /ă/... /ă/.../ă/."**

12. Then, touch your pencil to the vowel, consonant, and 'e' in 'cake' and say, **"Watch my pencil. This vowel pattern is <u>a-consonant-e.</u>**

13. Repeat #12 above for the rest of the words in the 'cake' column. Say, **"Say it with me: <u>a-consonant-e</u>... <u>a-consonant-e</u>...<u>a-consonant-e</u>."**

14. Go back up to the top of the 'cake' column, touch your pencil to the 'a' and then the 'e' in 'cake' and say, **"Watch my pencil. The vowel sound is /ā/."**

15. Repeat #14 above for the rest of the words in the 'cake' column. Say, **"Say it with me: /ā/... /ā/.../ā/."**

Day 2+ ES Vowel Pattern Sort

Always use the same anchor cards. Ask the student to begin the Sort by pointing to and reading each anchor card.

The cards you choose to fill out the Sort should reflect the student's instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because the student had difficulty, or all may change daily to reflect the student's success.

You should introduce words with blends (e.g., **sk**ate) and digraphs (e.g., **sh**ake) only after the student is quite successful with CVC words (e.g., job) in a 2x6 Sort.

Each day as you finish the Sort, for each column ask, **"What is the vowel pattern here? What is the vowel sound?"**

Difficulty? For CVC words, suggest tapping. But, for CVCe words, ask the student to identify the pattern first. Then ask, **"So what sound is this vowel going to make?"** *Student responds. Say,* **"Remember that sound. Now tap."**

After 3 tries, try again next lesson. Another option is to reduce the size of the Sort.


ES Vowel Pattern Fast Pencil

1. Say, **"Let's play Fast Pencil."**

2. Point to 5-6 words in random order.

3. Suggest tapping as needed. Remember if a word has a vowel-consonant-e pattern, ask the student to tell you the main vowel sound <u>before</u> s/he begins tapping.

ES Vowel Pattern Memory

1. Say, **"Flip all of the cards over** (including anchors) **and mix them up."**

2. Arrange the cards back into a matrix.

3. Let the student play first. Say, **"Pick a card and flip it over."** The student chooses a card, flips it over in its place. Say, **"Read that word."** Student responds. Do the same for a second card.

4. If the cards have the same vowel, the player says, **"I have a match!"** and takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix. Do not re-mix!

5. Whenever a match is made, the opposing player says, **"Justify that, please!"**

6. Model justification for your student by using a pencil to:
         - point to the vowel, then to the ending consonant, then to 'e' while saying **"a-consonant-e…"**
         - then, point back to the main vowel a final time stating **"…says /ā/."** Do this for both cards in the match.
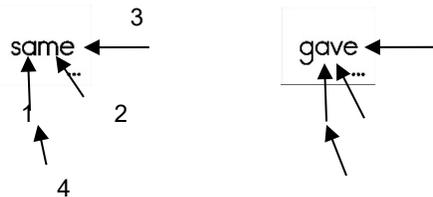
7. Occasionally, and then with increasing frequency, ask the student to read your cards when you flip them over during your turn.

8. A match allows the player to take another turn. The player with the most matches wins the game.

ES Vowel Pattern Spelling
1. Choose 4 word cards you used in the Sort. Choose 2 easier words, and 2 words that provide a bit of a challenge.

2. Use the following instructional prompts and procedure:
"The word is name. Jean is my name. What's the word?"

3. Student repeats word. Say, **"Write name."**

4. Continue as above for remaining 3 words.

5. Help student to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes 'lak' for 'lake' say, **"The word is <u>lake</u>. Say <u>lake</u>."** Student responds.

6. Show the tapping motion or say, **"Tap."** When the student taps /l/- /ā/, stop him/her at that sound and ask, **"What says /ā/?** Student responds. Ask, **"What do you need at the end of the word for the vowel to say its name?"** Student responds and fixes word.

7. Next, the student should "Say It. Match It. Check It." Hand the student a card (random, not sequential order). Say, **"Say it."** Student reads word card, tapping if needed.

8. Say, **"Match it."** Student places card above spelling word in notebook.

9. Say, **"Check it."** Student uses a pencil to point to the first letter on the card, then the first letter in the notebook, while saying the letter name aloud **each** time (e.g., n,n). Student finishes word using the same procedure (e.g., a,a…m,m…e,e), and then places a √ next to the word.

10. Repeat "Say It. Match It. Check It." for remaining words.

Moving Along in ES Vowel Pattern Work

When your student can play Memory such that s/he is approximately 85% accurate, including some words with blends and digraphs, conduct a Word Study Check to determine if s/he is ready to move to the next Vowel Pattern. (e.g., i-consonant and i-consonant-e).

Tapping, sounding out, and reading slowly are all legitimate ways to be accurate. Just make sure that the student finishes by consolidating (i.e., saying the whole word quickly).

ES Word Study Check for Vowel Pattern Work

1. Randomize 40 words, sampling both vowel patterns and *some* words with blends and digraphs.

2. Hold cards in one hand. Student reads off deck. Tapping is ok. No timer. ES Word Study √ is untimed. Data must come from a cold read (i.e., the student has not read or worked with those cards that day).

3. Sort words into 2 piles:
Yes = Automatic or Blend/Tap w/consolidation.
No = Wrong or >5 Second Hesitation (Say correct word and move on)

4. Criteria: 8 or fewer in the 'no pile?' BUMP UP to next Vowel Pattern.

5. More than 8 in 'no pile?' REVIEW trouble areas for that Vowel Pattern.